# Chana Parenting Program Outcome Anecdote Form

#### Outcomes:

 Pregnant and parenting teens and young adults served by Chana's parenting program are supported with education, developmental opportunities, and parenting skills resulting in children 0-5 who are healthy and meeting appropriate developmental milestones.

Question: How has the Chana parenting program helped children to be healthy and meet appropriate developmental milestones?



- 6 pregnant students and their partners attended a perinatal health/child birth class at
  Community Health as part of the parenting class. The class was taught by Sue Seaters PHN.
  The group toured Sutter Auburn Faith's family birth center and pre-registered. This program
  helps the young parents better understand fetal development, the stages of labor, when to go
  to the hospital, and what to expect during their stay.
- All of the teen parents received prenatal care and received services from WIC.
- Pregnant students are supported in prenatal care visits, WIC visits, and transportation to other support services and weekly parenting class that focuses on fetal development and health.
- No infants were born pre-term, with a low birth weight, or any health or developmental concerns.
- Parenting classes are held daily and teen parents practice what they learn in the child development center with staff guidance. Staff has noticed a positive change in some parenting students and have intervened with students who are having difficulties coping or bonding with their child.
- One parenting class each week is devoted to prenatal development.

Question: How has the Chana parenting program helped children to be healthy and meet appropriate developmental milestones?



- Staff meets weekly to discuss parent/child interaction and attachment, child's developmental progress, special needs, family needs.
- Ages and Stages Questionnaires are completed once a term by parents with staff assistance.
- Child Development staff keeps anecdotal records and completes additional developmental assessments as needed.
- One referral was made to Alta Regional Center this year.
- Two children are receiving services from PCOE's Infant Development Program.
- One two year old is now singing at least three songs from the Musikgarten program that is provided weekly and also daily music time in the center.
- Several of the children are becoming bilingual and are using both English and Spanish words as they began to speak. Both languages are strongly encouraged for all children.
- Two families have enrolled in Early Head Start to support their child's development during the summer break.

Question: How has the Chana parenting program helped children to be healthy and meet appropriate developmental milestones?

- The Outreach program provided transportation to WIC appointments over 50 times this year.
- All children received their immunizations on schedule.
- Transportation provided to prenatal doctor visits, well baby check ups, and appointments for illness. Parents are making more appointments with doctors and are not relying on the services of the Emergency Room.
- One parent and child was supported by staff in transportation to a specialist in Sacramento for the child's eye problem and supported when the child's required surgery in Sacramento. The surgery corrected the problems and the parent did not have either transportation or the English skills to address the problem without help.

•	UCCE provides a monthly program that addresses healthy eating and obesity prevention to the parenting class. The teen parents have begun reading labels and are more aware of how much sodium and sugar is in prepared foods.

# AGES AND STAGES QUESTIONNAIRES----FIRST AND LAST SCREENS 2005-2007

	Sex	DOB	Age	Race / Ethnicity	Which Test?	Communic ation	Gross Motor	Fine Motor	Problem Solving	Personal - Social	ASQ:SE	concerns		Borderline
ID														
T.K.	M		4mo	W	4mo	60	60	45	50	60	15			0
T.K.	М		6 mo	W	6mo	60	50	55	40	60	15			0
T.K.	M		8 mo	W	8 mo	60	60	50	50	60				0
T.K.	М		10 mo	W	10mo	60	60	60	60	55				
R.B.	М		5mo	W	4mo	60	60	60	60	55	Na			0
G.S.	M		5mo	W	4	55	60	50	60	60				0
G.S.	M		9mo	W	8mo	60	55	60	60	55				0
G.S.	M		18mo	W	18mo	55	60	55	40	40	40			
J.A.	М		17mo	Н	16	50	55	60	45	55	Na			0
J.A.	M		24mo	 H	24mo	50	60	60	60	60	Na			0
0.A.	IVI		24110		241110	30	00	00	00	00	114			O
B.A.	M		11mo	Н	12mo	45	60	55	25	25	Na			1
B.A.	М		16mo	Н	16 MO	45	60	60	50	60	Na			0
B.A.	М		24mo	Н	24mo	45	60	60	60	50	25			0
B.A.	М		30mo	Н	30mo	55	55	30	55	55				0
E.S.	F		4mo	NA	4mo	60	40	55	60	60	Na			0
E.S.	F		6mo	NA	6mo	45	25	35	45	45	50	X	Ref	1
E.S.	F		12mo	NA	12mo	35	40	40	20	45		X	ifsp	
H.V.	F		8 mo	PI	8mo	60	60	60	60	60	Na			0
H.V.	F		10mo	PI	10	55	45	60	50	55	30			0
K.D.	M		10mo	Н	10	40	50	50	45	25	20			1
A.B.	M		14mo	Н	12	40	30	40	35	25	25			0
E.R.	F		6mo	Н	6mo	35	40	10	40	25		X		1
A.M.	F		4mo	Н	4mo	50	55	60	60	55				0
B.F.	F		4mo	W	4mo	55	60	60	50	60				0
B.F.	F		6mo	W	6mo	60	60	55	55	60				0
				•										-

Summary: The Ages and Stages Questionnaires are completed by the teen parents with the assistance of staff. When indicated by a borderline or below cut off score, a Denver Developmental Assessment is completed either by staff or the TAPP program staff. Decisions on when to make referrals for intervention are made collaboratively with TAPP.

Child E.S. was referred to the Alta Regional program for further assessment. An evaluation and assessment was completed by a Regional Center Representative and the child qualified for early intervention services through the Early Start Program. She is receiving weekly visits from an interventionist to help with both her physical and social emotional development.

Child A.B. was referred for services at birth due to a birth defect, premature birth, and low birth weight. He is scheduled for monthly visits by an early childhood special education teacher. He is also being followed by UC Davis for possible surgery to correct the birth defect.

Child E.R. will receive additional assessments before any referrals will be made. She was enrolled in Early Head Start before the end of the school year so a home visitor can monitor her progress.

# First 5 – Placer Demographics Form

This program is a partner of First 5 – Placer. First 5 – Placer supports programs like this for children prenatal through 5 because the first 5 years of life are the most important years for a child's brain development. To help ensure that the outcomes of this partnership are achieved, we require demographic information on the persons served by this program. Please fill out a separate form for **each person** who is served by this program. Thank you for your assistance in helping us better understand the children and families we serve and support.

Client Type ☐ Child prenatal throu	igh 5 years of age								
	ther adult acting as the primary caregiver								
□ Service Provider									
□ Other Family member									
Date of Birth Sex   Male   Female   Unknown									
Race / Ethnicity   Alaskan Native	e / American Indian								
(mark one) □□ Asian									
☐ Black / Áfrican American									
☐ Hispanic / Latino									
□ Pacific Islander									
□ White									
□ Multiracial									
□ Other □ Unknown									
									Primary Language ☐ English ☐☐ Spanish ☐☐ Other ☐☐ Unknown
Special Needs ☐ Children eligible	for Early Start and/or related services under Part C of IDEA								
☐ Children eligible for preschool s	pecial education and/or related services under Part B of IDEA								
☐ Children with a mental health dia	agnosis								
□ No special needs (that meet about a point of the po	ove reporting criteria)								
☐ Unknown									
Zip Code	_								
	 To be filled out by Program Staff								
Family ID	UDF1 _UDF2								
Client ID	_UDF2								
Status □ Continuing □□ New □□	Unknown <b>UDF3</b> eed □□ Pending <b>UDF4</b>								
Open or Closed □ Open □□ Clos	ed □□ Pending <b>UDF4</b>								
	UDF5								
Exit Date	_UDF6								
Analysis □ Yes □□ No									
Notes									

Version (03-28-06)

# Chana High School Teen Parent Program Sustainability Survey Results

This phone survey will be conducted 4 to 6 months after student exits program in order to determine the success of the outcome "Parents access appropriate services as necessary to meet their children's needs independent of Chana staff after graduation." We will use the responses to these questions (and extending questions) to determine the score.

The responses will be rated on a 5 point scale with 5 being "Self-sufficient in accessing services" and 1 being "Not accessing needed services" and there will be a NA box.

#### Health Care

- 1. How are you finding doctors and scheduling medical appointments?
- 2. Do you use your own doctor, the clinic, or the hospital emergency room for most medical needs?
- 3. If emergency medical care was needed how did you access it?
- 4. Are your child's well baby exams and immunizations up to date?
- 5. How are you meeting your transportation needs for medical appointments?
- 6. If you are pregnant are you receiving prenatal care?

The alumni surveyed scored 4's and 5's for all of the questions in this category. They stated that they were using the same medical services that had been established while they were going to Chana and their children are up to date with their immunizations. Transportation is an ongoing issue for some, however, they are able to find rides with family or friends for their appointments. None of the graduates are currently pregnant.

#### Home

- 1. Have you been able to pay your bills without emergency assistance?
- 2. If you are receiving cash aid or MediCal have you been able to talk to your worker when needed?
- 3. If you are receiving MediCal or cash aid have missed paperwork deadlines?
- 4. If MediCal or cash aid was cut off, how were you able to get the services again?

Again, students scored 4's and 5's in this section. They are well connected to the services in the county through their contacts made while attending school. Some still receive services from TAPP further assisting them with services such as Medi-Cal. Specifically, one student shared that she had missed a paperwork deadline and the Medi-Cal employee that TAPP refers people to was most helpful.

#### Nutrition

- 1. If you are in WIC are you receiving your vouchers?
- 2. If you needed emergency food how did you get it?

All of the graduated students who still qualify for WIC are receiving vouchers. Two of those surveyed have needed additional help with food and have utilized the local food

### banks periodically since they graduated.

## Learning

- 1. If you are pregnant are you in the Baby Luv or other perinatal education program?
- 2. How did you get information and enroll your child in Early Head Start or other preschool program?
- 3. If you use daycare for your child how did you find the daycare provider?

None of the graduated students were pregnant. Most students were at home with their child and those working were using family members for child care. Students organized child care services independently and are not using Early Head Start or preschools. One graduate is currently attending Sierra College and is enrolling her infant in the Early Head Start daycare for the fall semester.

- 5 = Self-sufficient in accessing all needed services
- 4 = Self-sufficient in accessing most needed service—very limited outside assistance
- 3 = Trying to become self-sufficient but often unable to access services without assistance
- 2 = Not trying to access services without assistance
- 1 = Not accessing any needed services
- NA = Question does not pertain to this client